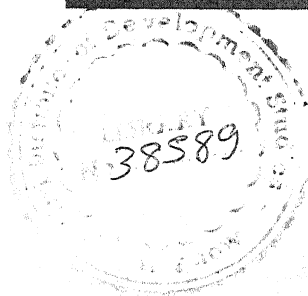


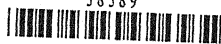
**MONITORING AND EVALUATION REPORT
OF SARVA SHIKSHA ABHIYAN
DISTRICT-UNNAO (U.P.)**



Submitted to the
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By

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Preface

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community ownership of the school system. The program is to provide useful and relevant elementary education for all children by 2010. The emphasis of this program is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the Giri Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA program of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The present report is being prepared by the institute in the capacity of monitoring and evaluation agency for the evaluation of SSA program in Unnao district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar, Senior Consultant, Monitoring (Ed.-CIL) for lending his all possible cooperation to undertake this assignment.

The implementation of SSA program at the state level being undertaken by the office of SPD under the able leadership of J.S. Deepak, IAS (SPD) and Shri Parthasarathi Sharma, IAS (ASPD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. SS Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr Fahimmudin and Dr. RC Tyagi for their continuous support and suggestion while working for this report. We are also thankful to members of research team Dr. RK Jaiswal, Dr. Anil Kumar, Shri Shailesh Srivastava, Mr. Tauheed Alam, Mr. Mohd. Kaleem, Mr. Ajay K. Singh, Mr. Ajai K. Dubey, Mr. Haneef, Mr. Arvind Singh, Mr. Jameel, Mr. Durga Dutt for their hard work to complete the report.

Last but not least our thank are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work.

BK BAJPAI

CONTENTS

Sl. No.	Title	Page No.
	LIST OF TABLES :	iii-iv
CHAPTER-I	INTRODUCTION	1-4
1.1	About Sarva Shiksha Abhiyan-(SSA)	1
1.2	Objectives of Present Study	1
1.3	Scope of Work	1
1.4	Study Sample and Design	1-4
CHAPTER-II	EDUCATIONAL PROFILE OF DISTRICT-UNNAO, UTTAR PRADESH	5-16
2.1	Introduction	5
2.2	Status of Schools	5-6
2.3	Status of Teaching Staff	6-7
2.4	Recruitment of teachers	7
2.5	Teacher's in Service Training	8
2.6	Teacher's Orientation Training	8-9
2.7	Teaching Learning Material (TLM) Grant	9
2.8	Distribution of Text Books	10
2.9	Children and their Enrolment in Schools	10
2.10	Civil Works	10-11
2.11	School Grants	11-12
2.12	Education Guarantee Scheme (EGS)/AIE Centres	12
2.13	Students Enrolment in the EGS/AIE Centres	12-13
2.14	Training and Qualification of Education Volunteers (EVs)	13
2.15	Children Mainstreamed from EGS/AIE Centres	14
2.16	BRC/NPRC	14
2.17	Children With Special Needs (CWSN)	14-15
2.18	National Programme for Education of Girls at Elementary Level (NPEGEL)	15-16
2.19	Kasturba Gandhi Balika Vidyalaya (KGBV)	16
2.20	Details about DISE/EMIS	16
2.21	Village Education Committees (VECs)	16
2.22	Staffing at District Level SSA Office	
CHAPTER-III	INFRASTRUCTURAL FACILITIES IN SCHOOLS	17-23
3.1	Establishment and Construction of Primary Schools	17
3.2	Availability and Utilization of Classrooms	17-18
3.3	Availability of Infrastructure in schools	19-20
3.4	Availability of Drinking Water	20
3.5	Toilet Facility	21
3.6	School Environment	22
3.7	Condition of School Building	22
3.8	Reasons for Bad Condition	23

CHAPTER-IV	TEACHER, TRAINING AND ENROLMENT	24-33
4.1	In Position Teachers and Attendance	24-25
4.2	Teachers training	25-27
4.3	Enrolment and Attendance	27-28
4.4	Efforts to Improve Students Attendance	28-29
4.5	Achievement Level of Students	29-30
4.6	Students Behaviour with their Teacher	30
4.7	Students Enrolment with Less or More Age and Drop-out	30-31
4.8	Children With Special Needs (WSN)	31-33
4.9	Free Text Book Distribution	33
CHPATER-V	MID-DAY MEAL PROGRAMME	34-38
5.1	Details of Mid-Day Meal in Schools	34-35
5.2	Infrastructure of MDM Programme	36
5.3	Cleanliness and Inspection of MDM	37
5.4	Supply of Micro Nutrients	37
5.5	Parents and VEC Participation in MDM	38
CHAPTER-VI	VECs, GRANTS AND T.L.M.	39-45
6.1	VEC Numbers	39
6.2	VEC Meetings	40
6.3	VEC Training	41
6.4	Role of VEC for Improving the School Conditions	41-42
6.5	Grants for Primary Schools	42-44
6.6	Availability of Construction Records with VEC	44
6.7	Teaching Learning Materials (TLM)	44-45
CHAPTER-VII	CIVIL WORK	46-48
7.1	Construction of School Buildings	46
7.2	Construction of Hand-pump and Toilets	47
7.3	Technical Supervision of Construction Work	47-48
CHAPTER-VIII	OTHER PROGRAMMES AND BRC/NPRC INPUT	49-53
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	49
8.1.1	Teachers and Other Staff	49
8.1.2	Social Category of Students	49-50
8.1.3	Infrastructure	50
8.2	National Programme for Education of Girls at Elementary Level (NPEGEL)	50
8.3	Education Guarantee Scheme (EGS), AIE and Madarsa	51
8.4	Students Attendance	51
8.5	Academic Input of BRC/NPRC Coordinators	52
8.6	District Information System for Education	52
8.7	Investigators View about the Schools	52-53

LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Total Schools	2
1.2	No. of Sample Schools	3
1.3	Distance of Sample Schools from BRC/NPRC	4
2.1	Literacy Rate of Unnao and U.P.	5
2.2	Details About Opening of Schools	6
2.3	Details about Teachers	7
2.4	Mode of Teachers Recruitment	7
2.5	Details About In Service Training of PS & UPS Teachers	8
2.6	Teachers Orientation Training	8
2.7	Details About T.L.M. Grant	9
2.8	Details About Text Books Distribution	9
2.9	Details of Children and their Enrolment in Schools	10
2.10	Status of Civil Work Sanctioned for the Financial year-2006-07	11
2.11	Details About School Grants	12
2.12	Details About EGS/AIE Centres	12
2.13	Details About Children's Enrolment in the EGS/AIE Centres	13
2.14	Educational Qualification of Education Volunteers	13
2.15	Children Mainstreamed from EGS./AIE Centre	14
2.16	Details About BRC/NPRC	14
2.17	Children with Special Needs (CWSN)	15
2.18	National Programme for Education of Girls at Elementary Level	15
2.19	Teaching and Other Staff in KGBV	16
2.20	Details About District Level Officials	16
3.1	Year of Establishment and Construction	17
3.2	Availability and Utilization of Classrooms	18
3.3	Availability of Infrastructure in Schools	19
3.4	Drinking Water Facility	20
3.5	Toilet Facility	21
3.6	Reason for non-use of Toilets	21
3.7	Environment at the Schools	22
3.8	Condition of School Building	22
3.9	Reasons for Bad Condition	23
4.1	Teachers and their Attendance in Primary Schools	24
4.2	Teachers and their Attendance in Upper Primary Schools	25
4.3	Teachers Training	26
4.4	Enrolment and Presence of Student	27
4.5	Reasons of Absenteeism Among Students	28
4.6	Efforts for Improving Students Attendance	29
4.7	Achievement Level in Students Test	29
4.8	Bahaviour of Students	30
4.9(a)	Student Enrolled with less or more age group	30
4.9(b)	Dropout and Related Information	31
4.10(a)	Children with Special Needs (CWSN)	32
4.10(b)	Provisions for Children with Special Needs (CSWN)	32
4.11	Free Text Book Distribution	33

5.1(a)	Details About Mid-Day Meal in Schools	34
5.1(b)	Mid-Day Meal On The Day Of Team Visit	35
5.2	Status of Cooks Under MDM	35
5.3	Infrastructures for MDM	36
5.4	Awareness and Food Inspection	37
5.5	Food Supplements	37
5.6	Participation of Parents/VEC in MDM	38
6.1	Gender-wise VEC Members	39
6.2	Social Categories-wise VEC Members	39
6.3	Details About VEC Meeting	40
6.4	Sex and Case-wise VEC Members Attending the Meeting	40
6.5	Details About VEC Training	41
6.6	Role of VEC for Improving the Conditions of Schools	42
6.7	Head-wise Grants for Primary Schools 2006-07	42
6.8	Head-wise Grants for Upper Primary Schools 2006-07	43
6.9	Availability of Construction Related Records with VEC	44
6.10	Details About Teaching Learning Materials	45
6.11	Use of TLM by Teachers	45
7.1	Construction of School Buildings	46
7.2	Construction of Extra Rooms	46
7.3	Under Construction and Proposed Hand-pumps and Toilets	47
7.4	Status of Technical Supervisor	47
7.5	Inspection and Views About Construction Works	48
8.1	Teachers and Other Staff	49
8.2	Social Category of Students	50
8.3	Details of Sample NPEGEL Centres	50
8.4	Madarsa and EGS/AIE Centres	51
8.5	Details of Academic input Provided by Coordinator	52
8.6	Views of Investigators Regarding Schools	53

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study

The present study is regarding Monitoring and Evaluation of Sarva Shiksha Abhiyan of District Unnao of Uttar Pradesh. The objectives of the study include:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for implementation of SSA.

1.3 Scope of Work

The programme to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Mid-Day Meal Scheme
- (iii) Kasturba Gandhi Balika Vidyalaya
- (iv) Nation Programme for Education of Girls at Elementary Level.

1.4 Study Sample and Design

There are 1898 primary and 442 upper primary schools and 84 AIE, EGS and Maktab Madarasas. The total number of primary schools turns out to be 2424 as presented in Table 1.1. Apart from these there is one Kasturba Gandhi Balika Vidyalay in the district.

Table 1.1: No. of Total Schools

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Maktab Madarsa	AIE	EGS	Total
1.	Asoha	116 (98.91)	25 (17.00)	-	2 (1.37)	4 (2.72)	147 (100.00)
2.	Auras	98 (78.40)	22 (17.60)	-	1 (0.80)	4 (3.20)	125 (100.00)
3.	Bangarmau	112 (77.24)	25 (17.24)	2 (1.33)	3 (2.07)	3 (2.07)	145 (100.00)
4.	Bichhiya	119 (77.27)	32 (20.78)	-	2 (1.30)	1 (0.65)	154 (100.00)
5.	Bighapur	119 (78.81)	31 (20.53)	-	1 (0.66)	-	151 (100.00)
6.	City Area	41 (69.50)	11 (18.64)	-	4 (6.78)	3 (5.08)	59 (100.00)
7.	F-84	112 (79.43)	23 (16.31)	1 (0.71)	3 (2.13)	2 (1.42)	141 (100.00)
8.	Ganj Muradabad	98 (74.24)	24 (18.18)	-	6 (4.55)	4 (3.03)	132 (100.00)
9.	Hasanganj	127 (81.41)	29 (18.59)	-	-	-	156 (100.00)
10.	Helauli	114 (80.28)	26 (18.31)	-	2 (1.41)	-	142 (100.00)
11.	Miyaganj	130 (80.25)	21 (12.96)	-	6 (3.70)	5 (3.09)	162 (100.00)
12.	Nawabganj	122 (79.22)	27 (17.53)	-	2 (1.30)	3 (1.95)	154 (100.00)
13.	Purwa	107 (84.25)	19 (14.96)	-	1 (0.79)	-	127 (100.00)
14.	Safipur	107 (76.43)	30 (21.43)	-	1 (0.71)	2 (1.43)	140 (100.00)
15.	Sikandarpur Karan	126 (80.25)	29 (18.47)	-	2 (1.27)	-	157 (100.00)
16.	Sikandarpur Sarosi	128 (74.43)	35 (20.35)	-	6 (3.49)	3 (1.74)	172 (100.00)
17.	Sumairpur	122 (76.25)	33 (20.63)	-	1 (0.62)	4 (2.50)	160 (100.00)
	Total	1898 (78.30)	442 (18.23)	3 (0.12)	43 (1.78)	38 (1.57)	2424 (100.00)

The sample for survey in primary and upper primary schools is drawn on the basis of stratified proportionate random sampling method. The sample primary and upper primary schools are taken from each of the 17 blocks of the district. The study sample consists of 77 primary and 17 upper primary sample schools from each block of the district. Out of 84 AIE/EGS centres and Maktab Madarsas in the district as shown in Table 1.2, 6 centres are selected for the sample survey. The information relating to primary schools and centres of alternate

learning is collected in pre-structured schedules and subsequently the information is tabulated for analytical interpretation.

Table 1.2: No. of Sample schools

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Maktab Madrsa	AIE	EGS	Total
1.	Asoha	4 (66.67)	1 (16.67)	-	-	1 (16.67)	6 (100.00)
2.	Auras	4 (80.00)	1 (20.00)	-	-	-	5 (100.00)
3.	Bangarmau	3 (60.00)	1 (20.00)	1 (20.00)	-	-	5 (100.00)
4.	Bichhiya	5 (71.43)	1 (14.29)	-	1 (14.29)	-	7 (100.00)
5.	Bighapur	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
6.	City Area	2 (66.67)	1 (33.33)	-	-	-	3 (100.00)
7.	F-84	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
8.	Ganj Muradabad	4 (66.67)	1 (16.67)	-	1 (16.67)	-	6 (100.00)
9.	Hasanganj	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
10.	Helaulli	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
11.	Miyaganj	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
12.	Nawabganj	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
13.	Purwa	4 (80.00)	1 (20.00)	-	-	-	5 (100.00)
14.	Safipur	5 (83.83)	1 (16.67)	-	-	-	6 (100.00)
15.	Sikandarpur Karan	6 (85.71)	1 (14.29)	-	-	-	7 (100.00)
16.	Sikandarpur Sarosi	5 (71.42)	1 (14.29)	-	1 (14.29)	-	7 (100.00)
17.	Sumairpur	5 (71.42)	1 (14.29)	-	-	1 (14.29)	7 (100.00)
	Total	77 (77.00)	17 (17.00)	1(1.00)	3 (3.00)	2 (2.00)	100 (100.00)

Apart from the above, 6 NPEGEC centres out of 174 running upper primary schools of the district have also been covered in the sample.

There is only centre of Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS) is functional in the district which has been covered in the study. The other information relating to the functioning and progress of SSA programme in the district have also been collected from SP Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No.	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	15 (19.48)	6 (35.30)	21 (22.34)
	b. 3 to 5 KM	12 (15.59)	1 (5.88)	13 (13.83)
	c. 5 to 8 KM	14 (18.18)	4 (23.53)	18 (19.15)
	d. Above 8 KM	36 (46.75)	6 (35.29)	42 (44.68)
	Total	77 (100.00)	17 (100.00)	94 (100.00)
2.	NPRC			
	a. Within 3 KM	44 (57.14)	11 (64.71)	55 (58.51)
	b. 3 to 5 KM	18 (23.37)	4 (23.53)	22 (23.40)
	c. 5 to 8 KM	11 (14.29)	2 (11.76)	13 (13.83)
	d. Above 8 KM	4 (15.20)	-	4 (4.26)
	Total	77 (100.00)	17 (100.00)	94 (100.00)

CHAPTER II

EDUCATIONAL PROFILE OF DISTRICT -UNNAO, UTTAR PRADESH

2.1 Introduction

District Unnao is located in the south-west from the Lucknow at a distance of about 55 km on the way to the old industrial city of Kanpur. Despite being very near to the industrial city of Kanpur and the capital city of the state the district did not witness all round development in general and educational development particular.

It is evident from Table 2.1 that there has been an increment in the literacy rate of the district from 38.70 per cent to 55.72 per cent over the years 1991 and 2001. Though this has been a marked increase in literacy rate of the district but it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (67.62 percent) is recorded to be the far higher as compared to the female literacy rate (42.40 percent) in the district during the year 2001.

In the ensuing part of this chapter all the interpretations are based on information provided by the office of the BSA, Unnao.

Table 2.1: Literacy Rate* of Unnao and U.P.

Sl. No.	Item	Uttar Pradesh		Unnao	
		1991	2001	1991	2001
1	2	3	4	5	6
1	People	40.71	57.36	38.70	55.72
2	Male	54.82	70.23	51.63	67.62
3	Female	24.37	42.98	23.62	42.40

Source: Census of India, 2001.

* Literacy rate is the percentage of literates to population aged 7 years and above.

2.2 Status of Schools

As per information made available from the office of the BSA (Specialist), Unnao, there were 2340 primary and upper primary schools available as on 31.03.06. Out of these 1898 were primary schools and 442 upper primary schools in the district. Total number of 115 (50 PS and 65 UPS) were sanctioned to be opened in the district during the current financial year

2006-07. All the sanctioned primary and upper primary schools were opened during this period. Current status of PS & UPS in the district including newly opened schools indicate that there are 2455 schools of which 1948 are primary schools and 507 upper primary schools.

Table 2.2: Details about Opening of Schools

Sl.No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	1898	442	2340
2	No. of Schools Sanctioned in current financial year-2006-07	50	65	115
3	No. of Schools Opened in current financial year-2006-07	50	65	115
4	Current Status of School	1948	507	2455

Source: SSA Programme, BSA, District- Unnao, U.P.

Findings and Suggestions

Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

2.3 Status of Teaching Staff

The details about the teaching staff as presented in the Table 2.3 indicate that there are 8034 total sanctioned teachers for primary schools and 1899 sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teachers are found to be 6427 and 1182 teachers respectively. This indicated a difference of 1607 teachers and 717 teachers, which are still required to be appointed in respective category of schools. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicated that in case of primary schools, more than 21 percent are sanctioned in the category of headmasters, 43.22 per cent are sanctioned as assistant teachers and remaining 33.40 per cent as shiksha mitra. But the number of actual appointment indicated that only 18.69 per cent are appointed as headmaster, 37.84 per cent as assistant teacher and 43.47 per cent shiksha mitra of the total appointment against sanctioned number.

In case of upper primary schools 26.22 per cent of total sanctioned appointments are for headmasters and remaining 73.78 per cent for the assistant teachers. The actual appointments against sanctioned teachers indicated that 32.23 per cent of the total available teachers are headmasters and 67.77 per cent remaining teachers are assistant teachers.

Table 2.3: Details about Teachers

Sl. No	Details	Primary Schools					Upper Primary Schools				
		Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.
1	2	3	4	5	6	7	8	9	10	11	12
1	Headmaster	1667	50	1717 (21.37)	1201 (18.69)	516	433	65	498 (26.22)	381 (32.23)	117
2	Assistant teachers	3473	-	3473 (43.23)	2432 (37.84)	1041	1271	130	1401 (73.78)	801 (67.77)	600
3	Shiksha mitra	2794	50	2844 (35.40)	2794 (43.47)	50	-	-	-	-	-
4	Total	7934	100	8034 (100)	6427 (100)	1607	1704	195	1899 (100)	1182 (100)	717

Source: SSA Programme, BSA, District- Unnao, U.P.

Findings and Suggestions

- 80 per cent of the sanctioned teachers are appointed at the primary school level.
- More than 62 per cent of the sanctioned teachers are appointed at the upper primary level.

2.4 Recruitment of Teachers

The information relating to mode of recruitment of teachers in primary and upper primary schools in district Unnao during 2006-07 as presented in Table 2.4 indicated 63 appointments in primary schools and 148 appointments at upper primary school level. Out of total 63 appointed teachers at the primary school level, 50 shiksha mitra are appointed at the VEC level and remaining 13 assistant teachers at the DPO level. As against this there were 148 appointments of headmasters at the DPO level in upper primary schools of district Unnao during the year 2006-07.

It is also relevant to indicate here that these appointments in primary and upper primary schools are less than the sanctioned numbers of appointments at the PS and UPS levels, as indicated in Table 2.3. The sanctioned number of appointments is 100 in primary schools and 195 upper primary schools.

Table 2.4: Mode of Teachers Recruitment

Sl.No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	148	-	148	-
2	Assistant Teacher	13	-	13	-	-	-	-	-
3	Shiksha Mitra	50	-	-	50	-	-	-	-
4	Total	63	-	13	50	148	-	148	-

Source: SSA programme, BSA, District- Unnao, U.P.

2.5 Teachers' In Service Training

In order to maintain teaching standard, the target of teachers training has been fixed for the teachers training of the primary and upper primary schools of the district. As per data presented in Table 2.5, a total of 18980 primary school teachers were targeted to be trained. Out of these 8040 (42.36 per cent) were provided training up to 31.03.06. More than 57 per cent teachers of primary schools are still to be provided training. In case of upper primary schools target is to provide training to 5660 teachers. As against this target, only 2016 (35.62 per cent) teachers have been trained till 31.03.06. More than 64 percent teachers are yet to be imparted in service training.

Table 2.5: Details about In Service Training of PS & UPS Teachers

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.03.06	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.03.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	6100	2440	3660	1845	738	1107
2	Assistant Teachers	12236	4991	7235	3815	1278	2537
3	Shiksha Mitra	644	609	35	-	-	-
4	Total	18980	8040	10930	5660	2016	3644

Source: SSA programme, BSA, District- Unnao, U.P.

2.6 Teachers' Orientation Training:

A target of orientation training for 664 primary school teachers belonging to the category of shiksha mitra has been fixed for the year 2006-07. The orientation-training programme, of 30 days has been provided to only 589 shiksha mitras till 31.03.06. As per information provided in Table 2.6 there are 55 teachers are yet to be given orientation training.

Table 2.6: Teachers' Orientation Training

Sl.No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	644	589	55
4	Total	644	589	55

Source: SSA Programme, BSA, District- Unnao, U.P.

As per details available from the office of BSA, Unnao, there is no information about the target of the orientation training of upper primary school teachers. In case of refresher training also there is no information about training target for PS & UPS teachers of the district.

2.7 Teaching Learning Material (TLM) Grant

As per information given in Table 2.7, 6852 and 1534 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2006-07. A total sum of Rs.34,26,000.00 was sent by BSA as grant to VECs account for primary schools teachers. Along with this Rs.7,67,000.00 was also sent by the BSA to VECs account for upper primary school teachers. The date of receipt of TLM grant was 31.03.06, the same for primary and upper primary school teachers.

Table 2.7: Details about TLM Grant

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	6852	1534
2	Total grant sent by BSA to VECs accounts	34,26,000.00	7,67,000.00
3	Date of release of TLM Grant	31.10.06	31.10.06
4	No. of teachers covered	6852	1534

Source: SSA Programme, BSA, District- Unnao, U.P.

2.8 Distribution of Text Books

The Information regarding text-books distribution (Table 2.8) indicated that books were distributed among the 235469 children of primary schools of the district in the month of July 2006. Out of Total recipient students, 168270 were girls (71.46 percent) and 67199 (28.54 percent) boys belonging to SC category. Apart from this, free text books have also been distributed among 102972 students of primary schools from state government funds.

In case of upper primary schools text books were distributed among 49708 students. Of these 14963 were boys belonging to SC category and 34745 (69.90 percent) were girl students.

Table 2.8: Details About Text Books Distribution

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of children to whom free text books have been distributed	235469	67199	168270	49708	14963	34745
2	No. of children received free text books from SSA programme	235469	67199	168270	49708	14963	34745
3	No. of children received free text books from State Govt. Funds	102972	0	0	0	0	0
4	Actual date of text books distributed to the district level and to schools	July-2006	-	-	-	-	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.9 Children and their Enrolment in Schools

The results of the house hold survey conducted during September 2006 in the district of Unnao, for assessing the number of children falling in two categories. In the first category total 422426 were recorded in the age group of 6-11 years. Out of these 53.25 per cent were boys and remaining 46.75 per cent girls. The number of students in the age group of 11-14 years was recorded to be less than half of earlier group, i.e. 191593. There were 54.44 percent boys and 45.56 per cent girls in total number of children in this age group.

These figures are presented in the Table 2.9, which further indicated that 99.89 per cent of total children of 6-11 years age group are enrolled in schools. In case of children falling in 11-14 years group enrolment ranged from 99.78 per cent among boys to 99.76 per cent out of girls as on September 30, 2006.

Table 2.9: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 2006
6-11 Years	Boys	230523 (53.25)	230292 (99.89) (53.24)
	Girls	202403 (46.75)	202190 (99.89) (46.76)
	Total	432926 (100)	432482 (99.89) (100)
11-14 Years	Boys	104504 (54.44)	104281 (99.78) (54.54)
	Girls	87089 (45.56)	86886 (99.76) (45.46)
	Total	191593 (100)	191167 (99.77) (100)

Source: SSA Programme, BSA, District- Unnao, U.P.

2.10 Civil Works

The sanction of new buildings and their progress in construction for primary and upper primary schools is presented in Table 2.10. The available information indicate that construction of 50 new primary schools and 65 upper primary schools have been sanctioned for the financial year 2006-07 in the district. The work is reported to be in progress in both types of schools buildings. Apart from this, the sanction of additional 1900 rooms in existing primary schools of the district is reported for the financial year 2006-07. However, the work could be started only for 1865 primary schools. The reason for not initiating construction of 35 rooms in some primary schools of the district is attributed to non-availability of space in school premises.

In case of existing upper primary schools 25 additional rooms are sanctioned for construction during the financial year 2006-07. The construction work of additional 25 rooms in these schools is reported to be in progress. The technical supervision of the existing civil works of primary and upper primary schools being undertaken by the Junior Engineer of rural engineering services (RES) of the concerning development block.

Table 2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	50	-	50	-	
2	New Upper Primary Schools	65	-	65	-	
3	Additional Rooms for Primary Schools	1900	-	1865	35	Lack of place
4	Additional Rooms for Upper Primary Schools	25	-	25	-	

Source: SSA Programme, BSA, District- Unnao, U.P.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district indicated convergence of 133 drinking water facilities with swajaldhara and 377 toilet facilities with the total sanitation campaign.

2.11 School Grants

The details as presented in Table 2.11 indicate that the grant of 2436 primary and upper primary schools is approved for the year 2006-07. Out of total schools for those grants are approved for this year, 1901 are primary and 535 upper primary schools. In case of 1898 primary schools and 442 upper primary schools of the district the funds have also been released. The funds have been transferred to the VEC accounts on May 29, 2006. The total released amount turns out to be Rs. 46.8 lakhs. Out of this, Rs. 37.96 taken are released for primary schools and Rs 8.84 lakhs for the upper primary schools of the district Unnao. The details regarding the same further indicate that total released grant for primary schools have been utilized by VECs up to 31.10.2006. In case of upper primary schools out of Rs. 8.84 lakhs of released grant Rs. 8.00 lakhs have been utilized during the same period. There has been no centralized purchase for schools from this grant by the BSA.

Table 2.11: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	1901	535	2436
2	No. of schools to whom funds have been released	1898	442	2340
3	Date of release the grant to VEC accounts	29.05.06	29.05.06	
4	Released amount (Rs. In lakhs)	37.96	8.84	46.8
5	Amount utilized by VECs upto 30.10.06 (Rs. In lakhs)	37.96	8.00	45.96
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.12 Education Guarantee Scheme (EGS)/AIE Centres

There has been a sanction of 125 EGS/AIE centers as on 31.3.06 in Unnao district. Out of these 93 EGS/AIE centers were found in position. Besides this, there are 103 more EGS/AIE centers sanctioned during the financial year 2006-07. Table 2.12 contains these information and further indicates that only 81 centres are found in position as against 103, which are sanctioned during this year. Thus there are 174 EGS/AIE centers found in position in Unnao. There have also been a provision of upgrading EGS in to new primary schools during this financial year. But so far teachers have not been sanctioned for these upgraded primary schools.

Table 2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	125	93 (74.4)
2	No. of EGS/AIE centers in the financial year 2006-07	103	81 (78.64)
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	05 EGS	As in new primary schools
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.13 Students Enrollment in the EGS/AIE Centres

The information regarding enrolment status in EGS/AIE centers of Unnao district as presented in Table 2.13 indicated 1852 enrolled children in these centres as on 30.09.2006. Out of the total enrolled children 616 (33.15 per cent) belonged to the scheduled caste, 727 (39.25 per cent) to the OBC, 317 (17.11 percent) to minority and 194 (10.47 per cent) to the other category of population.

Table 2.13: Details about Children's Enrollment in the EGS/AIE Centres

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	614 (33.15)	-
2	ST	-	-	-
3	OBC	-	727 (39.26)	-
4	Minority	-	317 (17.11)	-
5	Others	-	194 (10.48)	-
6	Total	-	1852 (100.00)	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.14 Training and Qualification of Education Volunteers (EVs)

There are 81 EVs reported to be working in the district of Unnao and all of them are trained. All the EVs have received Inductional Refresher Training, which is imparted for one and half months every year. They have been given training by DIET. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. All the trainees have been given academic support by BRC/NPRC.

Out of 81 EVs, only 2 have qualification at the level of graduates and above. The highest number (61) have qualification up to high school and remaining 18 EVs are having qualification up to intermediate (Table 2.14).

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The funds have been released for the upgradation of these centers in the current financial year i.e. 2006-07. The amount of Rs. 15.06 lakhs have also been transferred to VEC account for the same. But the land for the construction of the upgraded primary schools for EGS has not to been identified till yet. The teachers have also not been sanctioned for these. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

Table 2.14: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	61 (75.31)
2	Intermediate	18 (22.22)
3	Graduates and above	02 (02.47)
4	Total	81 (100.0)

Source: SSA Programme, BSA, District- Unnao, U.P.

2.15 Children Mainstreamed From EGS/AIE Centres:

There are 495 children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All such children belonged to the government schools of the district (Table 2.15). Free books for all subjects have been distributed to the children of EGS/AIE centers. Text books are being used in all the centers.

Table 2.15: Children Mainstreamed From EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.206 in the current financial year 2006-07	495	-
2	Details of the last academic year 2005-06	-	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	495	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.16 BRC/NPRC

The details of BRC and NPRCs in Unnao are presented in Table 2.16. There are 16BRCs and 174 NPRCs recorded on 31.03.06 during the financial year 2006-07. Along with this, there are 16 BRC coordinators and 32 assistant coordinators. In case of NPRCs each center is having coordinator.

Table 2.16: Details about BRC/NPRC

Sl.No.	Details	Sanctioned	Opened/In Position
1	No. of BRC centers as on 31.03.06	-	16
2	No. of NPRC centers as on 31.03.06	-	174
3	No. of BRC centers in the financial year 2006-07	-	16
4	No. of NPRC centers in the financial year 2006-07	-	174
5	Details of staff in BRC: a. Coordinators	-	16
	b. Asst. Coordinator	-	32
	c. Others	-	-
6	Details of staff in NPRC: Coordinators	-	174

Source: SSA Programme, BSA, District- Unnao, U.P.

2.17 Children With Special Needs (CWSN)

There are 3338 CWSN children identified in the district during the financial year 2006-07. Out of these, 2696 (80.77 percent) are boys and remaining 642 (19.33 per cent) are girls. There are only 406 students (12.16 per cent) out of the total CWSN children who have been provided with aids and appliances during the financial year 2006-07. There are two resource

teachers among 253 boys and 1 resource teacher among 153 girls (Table 2.17). Apart from these, there is one district coordinator for IED, he has been oriented for the same. But so far he has not attended any capacity building programme at the state level. There are total 1400 such schools in the district where ramps have been provided. Out of these, 1145 are available in primary schools and 225 in upper primary schools. None of the parents of CWSN children of these schools have been given counseling during current financial year 2006-07.

Table 2.17: **Children With Special Needs (CWSN)**

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	2696	642	3338
2	No. of children who have been provided with aids and appliances in financial year 2006-07	253 (9.38)	153 (23.83)	406 (12.16)
3	No. of resource teachers identified	2	1	3

Source: SSA Programme, BSA, District- Unnao, U.P.

2.18 **National Programme for Education of Girls at Elementary Level (NPEGEL)**

As per details available in this respect as presented in Table 2.18, there is a target of 173 model schools clusters for the year 2006-07. All the schools clusters, popularly known as **Mena Munch** are functional in the district as on 30.09.2006. All the clusters are provided with the drinking water and toilet facilities.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progress in girls' education interventions has also been implemented.

Table 2.18: **National Programme for Education of Girls at Elementary Level**

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2006	Difference
1	Number of model schools clusters	173	173	0
2	No. of additional class rooms to be aided.	-	-	-
3	No of model clusters with drinking water	173	173	0
4	No of model clusters with toilet facility	173	173	0
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	-	-	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Unnao, U.P.

2.19 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The sanctioned numbers of KGBV in the district is 3 for the year 2006-047. But only one KGBV was made functional up to 30.09.06 in the district. However the land has been

acquired for 2 KGBVs in the district. The formalities for the construction of KGBVs have not been completed so far.

There is a sanction of one warden cum teacher, which is in position. Along with this 4 full time teachers, 3 part time teachers and three support staff (a coordinator/assistant, peon, chaukidar and cook) are in position as per sanction (Table 2.19). There are 45 students admitted in the KGBV in the district.

Table 2.19: Teaching and Other Staff in KGBV

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum teachers	1	1
2	Full time teachers	4	4
3	Part time teachers	3	3
4	Support staff (accountant/assistant, peon, chowkidar and cook)	3	3

Source: SSA Programme, BSA, District- Unnao, U.P.

2.20 Details About District Information System for Education (DISE)/ Educational Monitoring and Information System (EMIS)

The district has EMIS with required computers and computer operators in position. The data capture formats have been supplied to all the schools. But the data collected and compiled by the BSA has not been sent to the SPO. BRC coordinators have been given assignment for verifying 5 percent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was imparted in November 2006, at BRC centers.

2.21 Village Education Committees (VECs)

There are 954 village/school level management committees in the district where all the members of VEC are oriented with required training.

2.22 Staffing at District Level SSA Office

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-5, accountant, steno, computer operators and MIS Incharge are sanctioned and duly appointed in the district of Unnao.

Table-20: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	5
4	Accountant	1	1
5	Steno	1	1
6	Computer Operator	1	1
7	MIS Incharge	1	1

Source: SSA Programme, BSA, District- Unnao, U.P.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

Out of total sample schools, about 93 per cent have been established before ten years. More than 96 per cent primary schools and about 77 per cent upper primary schools were established ten years back or even before. On an average, rest of the 8 per cent sample schools were established within 10 years. As against this more than 35 per cent schools were constructed within last 10 year. In case of lower primary and upper primary more than 32 per cent and 47 per cent school have been constructed during last 10 years.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less 2 year (2006-07 to 2004-05)	2 (2.60)	3 (3.90)	2 (11.76)	2 (11.77)	4 (4.26)	5 (5.32)
2.	2 Years to 5 years (2003-04 to 2001-02)	-	8 (10.39)	-	1 (5.88)	-	9 (9.57)
3.	5 years to 10 year (2000-01 to 1996-97)	1 (1.30)	14 (18.18)	2 (11.76)	5 (29.41)	3 (3.19)	19 (20.21)
4.	10 year + (Before 1995-06)	74 (96.10)	52 (67.53)	13 (76.48)	9 (52.94)	87 (92.55)	61 (64.89)
5.	No. of Total Schools	77 (100.00)	77 (100.00)	17 (100.00)	17 (100.00)	94 (100.00)	94 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

Most of the primary schools (92 per cent) were established long back in the district but the construction of more than 35 per cent was done within last ten years. Thus, most of the constructions were for completing backlogs. More emphasis is required on the establishment of new schools and subsequently their construction.

3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization for classroom teaching is presented in Table 3.2 shows maximum 8 rooms available only in two primary schools out of 77 sample schools in the district of Unnao. But use of school rooms as classroom is recorded to be 6 as maximum only in one sample primary school of the district. The availability of thee rooms is

found in maximum number (25) of sample primary schools constituting 32.47 per cent. But at the same time use of three rooms for classrooms is recorded in 26 schools constituting 33.76 per cent of the sample primary schools. The availability of two rooms in primary schools is seen only in case of nine schools, constituting 11.69 per cent of the sample. But use of two rooms for class teaching is found in maximum 31 schools covering 40.26 per cent. The availability of four, five, six and seven rooms in a single primary school ranged from 24.68 per cent to 2.59 per cent schools but the use of these for classrooms is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a minimum of 3 rooms are recorded to be existing in the 17 sample schools. The maximum 8 rooms are also found in 2 schools. But the number of rooms for classroom teaching ranged from 3 to 6. A maximum of 64.70 per cent sample schools have 3 rooms for teaching. Rest of the 11.07 per cent, 5.88 per cent and 5.88 per cent schools have 4, 5 and 6 rooms, respectively for class room teaching.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	-	01 (01.30)	-	02 (11.77)
02	09 (11.69)	31 (40.26)	-	-
03	25 (32.47)	26 (33.76)	2 (11.77)	11 (64.70)
04	19 (24.68)	11 (14.29)	03 (17.65)	02 (11.77)
05	16 (20.78)	07 (09.09)	02 (11.77)	01 (5.88)
06	04 (05.20)	01 (01.30)	06 (35.29)	01 (5.88)
07	02 (02.59)	-	02 (11.76)	-
08	02 (02.59)	-	02 (11.76)	-
No. of Total Schools	77 (100.00)	77 (100.00)	17 (100.00)	17 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

The maximum of more than 32 per cent of the sample primary school have average 3 rooms and 35 per cent upper primary schools have on an average 6 rooms. But more than 40 per cent primary schools use two rooms and 65 per cent upper primary schools three rooms for classroom teaching. In view of this, more existing rooms in schools should be used for teaching.

38589

3.3 Availability of Infrastructure in Schools

In case of sample primary schools only 37.66 per cent have school boundaries. But the availability of playground is recorded in almost 65 per cent schools. Sports items are also found in 68.88 per cent primary schools. The availability of mats, furniture and blackboard in classrooms is found to be good, i.e. 94.81 per cent. Despite the availability of sports items, their use is found only in 71.74 per cent schools. More than 95 per cent primary schools have verandah in the school building. Majority of the schools (84.42 per cent) have one verandah and rest of the 10.39 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (47.06 per cent). But the playground is available only in 52.94 per cent schools. The availability of sports items is found in 70.59 per cent schools. In the schools having with sports items their use is confined to 75.00 per cent. The availability of mats and furniture is low (88.24 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in more than 94 per cent schools. Less than 65 per cent upper primary schools have verandah and about 53 per cent schools have single verandah. Only 11.76 per cent upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	50 (64.94)	27 (35.06)	9 (52.94)	8 (47.06)	59 (62.77)	35 (37.23)
Boundaries	29 (37.66)	48 (62.34)	8 (47.06)	9 (52.94)	37 (39.36)	57 (60.64)
Availability of Sport Items	46 (68.66)	31 (31.34)	12 (75.59)	5 (29.41)	58 (69.05)	36 (30.95)
Proper availability of Mats/Furniture	73 (94.81)	4 (5.19)	15 (88.24)	2 (11.76)	88 (93.62)	6 (6.38)
Black Board in Class Rooms	73 (94.81)	4 (5.19)	16 (94.12)	1 (5.88)	89 (94.68)	5 (5.32)
Use of Sport Items	33 (71.74)	44 (28.16)	9 (75.00)	8 (25.00)	42 (72.41)	52 (27.59)
Schools without Verandah	04 (5.19)		06 (35.30)		10 (10.64)	
Schools with one Verandah	65 (84.42)		9 (52.94)		74 (78.72)	
Schools with More than one Verandah	8 (10.39)		2 (11.76)		10 (10.64)	

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

- Only about 63 per cent schools have play ground.
- 49 per cent schools have sports items.
- Less than 40 per cent schools are with boundary walls.
- Only about in 72 per cent schools the available sports items are used for students.
- More than 93 per cent schools have mats and furniture.
- About 94 per cent schools have classroom blackboards.
- More than 35 per cent upper primary schools are without Verandah.
- Only 10 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

3.4 Availability of Drinking Water

More than 84 per cent primary schools in the sample have drinking water facility. The same is found to be of the higher order in upper primary schools as compared to the primary schools in the sample area. Out of existing drinking water facilities about 55 per cent are arranged through swajaldhara and other sources. Thus, 45 per cent facilities are created through SSA funds.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility available	63 (81.82)	14 (18.18)		16 (94.12)	01 (5.88)		79 (84.04)	15 (15.96)	
Scheme	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	19 (30.16)	15 (23.81)	29 (46.03)	04 (25.00)	05 (31.25)	7 (43.75)	23 (29.11)	20 (25.32)	36 (45.57)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

The availability of drinking water facility is lower (about 82 per cent) in lower primary schools as compared to the upper primary schools. The convergence of drinking water facility with Swajaldhara has been about 30 per cent. More than 25 per cent funding of drinking water facility is done through SSA. The drinking water facility should be made available in all primary schools.

3.5 Toilet Facility

The toilet facilities are available to less than 70 per cent boys and about 55 per cent girls at the primary school level. At the upper primary level the condition is worse. It is available for 47.06 per cent boys and 52.94 per cent girls. The available toilet facility is provided through SSA for 80 per cent sample schools at upper primary level and for 59.65 per cent schools at the primary level. More than 10 per cent facilities are made available through Total Sanitation Programme only at primary school level.

Table 3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
	53 (68.83)	24 (31.17)	35 (45.45)	42 (54.55)	8 (47.06)	9 (52.94)	9 (52.94)	8 (47.06)
Scheme	TSS	SSA	Others		TSS	SSA	Others	
Toilet	06 (10.53)	34 (59.65)	17 (29.82)		0 (0.00)	8 (80.00)	2 (20.00)	

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions:

- Toilet facilities are available only for 69 per cent boys and 45 per cent girls at primary level.
- At upper primary level only for 47 per cent boys and 53 per cent girls are having toilet facilities.
- For providing the facility the TSP convergence should be utilized, as it is very low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. More than 23 per cent existing toilet facilities are not in use at primary and upper primary schools owing to these reasons. These are on account of improper maintenance of toilet facilities.

Table 3.6: Reason For non-use of toilets

	Primary	Upper Primary	Total
Toilets always Locked	4 (22.22)	2 (50.00)	6 (27.27)
Shock pit Filled	7 (38.88)	1 (25.00)	8 (36.36)
Door and Seats has Creaked	5 (27.78)	1 (25.00)	6 (27.27)
Others	2 (11.11)	-	2 (9.09)
Total	18 (100.00)	4 (100.00)	22 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

In more than 25 per cent primary schools toilet facilities are existing but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.

3.6 School Environment

About 80 per cent primary schools have good atmosphere and about in 99 per cent schools students are satisfied with proper ventilation in the classrooms. Proper space for students sitting is also reported by 71 to 88 per cent schools at the primary and upper primary levels. But the health facilities are reported to be provided for last six months only in 19 per cent sample schools.

Table 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	60 (77.92)	17 (22.08)	15 (88.24)	2 (11.76)	75 (79.79)	19 (20.21)
Proper ventilation in Classrooms	76 (98.70)	01 (01.30)	17 (100)	-	93 (98.94)	1 (1.06)
Proper Space in Class room for sitting to student	55 (71.43)	22 (28.57)	15 (88.24)	2 (11.76)	70 (74.47)	24 (25.53)
Schools provided health facilities last 6 month	14 (18.18)	63 (81.82)	04 (23.53)	13 (76.47)	18 (19.15)	76 (80.85)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

3.7 Condition of School Building

Survey results indicate about 16 per cent school building in bad condition. In case of upper primary schools more than 35 per cent buildings are in bad shape. In the primary schools 11.69 per cent buildings are in bad shape.

Table 3.8: Condition of School Building

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	43 (55.84)	25 (32.47)	09 (11.69)	77 (100.00)
Upper Primary Schools	10 (58.82)	01 (5.88)	06 (35.30)	17 (100.00)
Total	53 (56.38)	26 (27.66)	15 (15.96)	94 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

More than 35 per cent upper primary school building are in bad shape. About 12 per cent lower primary school buildings are also like this. In view of this special provision of repairs should be made to consider the students safety.

3.8 Reasons for Bad Condition

On an average in 40 per cent cases quality of construction is not found good as cracks are developed in roofs. In more than 33 per cent cases plaster is also not good. In more than 13 per cent schools even doors and windows are not available.

Table 3.9: Reasons for bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non-Availability of Doors/Windows	Others	Total
Primary School	05 (55.56)	02 (22.22)	01 (11.11)	01 (11.11)	9 (100.00)
Upper Primary Schools	01 (16.67)	03 (50.00)	01 (16.67)	01 (16.67)	06 (100.00)
Total	6 (40.00)	05 (33.34)	02 (13.33)	02 (13.33)	15 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

In most of the cases (55.56 per cent) there are cracks in roof. This may cause accidents. The repair work should be taken up as soon as possible.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance

The survey and its results have shown gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Unnao. The average number of teachers turns out to be around 5 in each primary school. The average number of sanctioned assistant teachers and Shiksha Mitra is 2 in each category. But the average number of teachers holding position presently turns out to be lower than this.

Average number of teachers found present on the day of visit is around one teacher in each category. The main reason for absenteeism has been the teachers' involvement in training is 32 percent cases. The important reason is reported to be sickness is 22 percent cases. About 26 per cent out of the absent teachers were reported to be busy in salary collection and other school related works. Around 2 per cent of the working teachers are found to be the habitual absentees.

Table 4.1: Teachers and Their Attendance in Primary School

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of sanctioned teachers	77(20.92)	144(39.13)	147(39.94)	368(100)
2	Average No. of teachers sanctioned per school	1.00	1.87	1.91	4.77
3	No. of teachers working in the schools	66(22.07) (100.00)	99(33.11) (100.00)	134(44.81) (100.00)	299(100) (100.00)
4	Average No. of teachers working per school	0.86	1.28	1.74	3.88
5	No. of teachers found present on the day of visit	62(24.90) (93.94)	77(30.92) (77.78)	110(44.17) (82.09)	249(100) (83.28)
6	Average No. of teachers found present on the day of visit per school	0.81	1.00	1.42	3.23
7	Reason of absenteeism				
	a. Training	1(6.25) (25.00)	5(31.25) (22.73)	10(62.50) (41.67)	16(100) (32.00)
	b. Sickness	1(9.09) (25.00)	6(54.55) (27.27)	4(36.36) (16.67)	11(100) (22.00)
	c. For salary	-	1(33.33) (4.55)	2(66.67) (8.33)	3(100) (6.00)
	d. School related extra work	-	2(100) (9.09)	-	2(100) (4.00)
	e. On leave	2(20.00) (50.00)	3(30.00) (13.64)	5(50.00) (20.83)	10(100) (20.0)
	f. Others	-	5(62.50) (22.72)	3(37.50) (12.50)	8(100) (16.00)
	g. Total	4(8.00) (100.00)	22(44.00) (100.00)	24(48.00) (100.00)	50(100) (100.00)
8	Habitual Absentee	1(1.51)	3(3.03)	2(1.49)	6(2.01)

Source: Field survey, SSA programme, District Unnao, U.P.

In upper primary school around 79 percent out of the sanctioned teachers are reported in position. Thus, the average number of teachers working per school is around 2 as against average sanctioned number of about 3 teachers (excluding headmaster). Only 77 percent other working teachers were found present on the day of visit. The main reason of absenteeism is reported to be sickness is about 55 percent absent teachers in upper primary schools of Unnao. Absence on account of training is observed only is 9 percent cases and 18 percent were found on leave.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	17(27.87)	44(72.13)	61(100)
2	Average No. of teachers sanctioned per school	1.00	2.59	3.59
3	No. of teachers working in the schools	16(33.33)	32(66.66)	48(100)
4	Average No. of teachers working per school	0.94	1.8	2.81
5	No. of teachers found present on the day of visit	14(37.83)	23(62.17)	37(100)
6	Average No. of teachers found present on the day of visit per school	0.82	1.35	2.18
7	Reason of absenteeism			
	a. Training		1(100) (11.11)	1(100) (9.09)
	b. Sickness		6(100) (66.67)	6(100) (54.55)
	c. For salary		-	-
	d. School related extra work		-	-
	e. On leave		2(100) (22.22)	2(100) (18.18)
	f. Others	2(100) (100.00)	-	2(100) (18.18)
	g. Total	2(18.18) (100.00)	9(81.82) (100.00)	11(100.00) (100.00)
8	Habitual Absentee		2(6.25)	2(4.17)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

The teacher-students ratio is found to be good (1:42 and 1:47) in primary and upper primary schools. But there is a difference between number of sanctioned teachers and in position teacher in primary schools. Teachers attendance is also not found upto the mark. About 60 per cent teachers absence was unreasonable. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

4.2 Teachers Training

About 26 percent of the sample primary school teachers have received training in Unnao. Maximum (65.94 percent) teachers received training on teaching and learning. Another 15.38 percent have been imparted computer training and remaining 8.79 per cent teachers were trained for library work and other assignments. Out of total teachers receiving training, a higher proportion

of primary teachers (74.73 percent) have received such training as against upper primary teachers where only 25.27 percent teachers attended different training programmes.

In case of upper primary schools more than 52 percent of the teachers who attended training programmes got training in DIET. This is followed by BRC and NPRC where 21.74 percent and 13.04 percent teachers have received training. In case of primary schools BRC has been the venue where 58.82 percent teachers have received training.

Most of the trainers were found to be from DIET faculty followed by BRC coordinators and NPRC coordinators for primary as well as upper primary school teachers. The majority teachers attending different training programmes were satisfied with the training inputs. Though the teachers were satisfied but the coverage's of teachers getting training is found to be low (about 26 percent of the working teachers) in primary and upper schools.

An analysis of training duration indicates that around 58 percent trainees received training of 1 to 3 days duration, 24 percent have 4 to 6 days training and only 17 percent received training of 7 to 15 days duration. Thus, the training duration is also found to be short in most of the cases.

Table-4.3: **Teachers Training**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Types of Training			
	a. Teaching Learning	51 (75.00)	9 (39.13)	60 (65.94)
	b. Library	9 (13.24)	-	9 (9.89)
	c. Computer	3 (4.41)	11 (47.83)	14 (15.38)
	d. Other	5 (7.35)	3 (13.04)	8 (8.79)
	e. Total	68 (100.00)	23 (100.00)	91 (100.00)
2	Training Venue			
	a. DIET	11 (16.18)	12 (52.17)	23 (25.28)
	b. BRC	40 (58.82)	5 (21.74)	45 (49.45)
	c. NPRC	12 (17.65)	3 (13.04)	15 (16.48)
	d. Other	5 (7.35)	3 (13.04)	8 (8.79)
	e. Total	68 (100.00)	23 (100.00)	91 (100.00)
3	Trainers			
	a. DIET faculty	24 (35.29)	9 (39.13)	33 (36.26)
	b. BRC Coordinator	23 (33.82)	4 (17.39)	27 (29.67)
	c. NPRC Coordinator	12 (17.65)	-	12 (13.18)
	d. Other	9 (13.24)	10 (43.47)	19 (20.88)
	e. Total	68 (100.00)	23 (100.00)	91 (100.00)
4	Satisfied with training inputs	54 (79.41)	21 (91.30)	75 (82.42)
5	Not satisfied with training inputs	14 (20.59)	2 (8.70)	16 (17.58)
6	Duration of training			
	a. 1 to 3 days	46(86.80) (67.65)	7(3.10) (30.43)	53(100.00) (58.24)
	b. 4 to 6 days	11(50.00) (16.18)	11(50.00) (87.83)	22(100.00) (24.18)
	c. 7 to 15 days	11(68.75) (16.17)	5(31.25) (21.74)	16(100.00) (17.58)
	Total teachers trained	68(74.73) (100.00)	23(25.27) (100.00)	91(100.00) (100.00)

Source: Field survey, SSA programme, District Unnao, U.P

Findings and Suggestions

- Only 26 percent of working teachers have received training.
- Only about 23 percent working teachers in lower primary schools have received training.
- About 48 percent of upper primary school teachers have received training.
- More than 58 percent trainees received training of 1 to 3 days duration.
- Training module lacks training of core subjects like maths, English.
- Training duration should be longer.
- Very low percentages of working teachers are getting training.

4.3 Enrolment and attendance

Number of enrolled students on register is recorded to be around 95 percent of the reported enrolment at primary and upper primary level as on Sept 30, 2006. However, the same is relatively higher in case of girl students. The student's attendance as per register records varied from 62 per cent in primary schools to about 67 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be only 56.33 percent and 61.53 percent respectively.

Table 4.4: Enrollment and Presence of Student

Sl. No.	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according the register	No. of student present in the date of Visit	No. of schools with low attendance
1.	Primary School					
	a. No. of boys	7870 (51.58)	7203(100.00) (49.51)	4261(59.15) (47.33)	3875(53.79) (47.28)	59*
	b. Average no. of boys per schools	102.2	54.5	55.33	50.34	
	c. No. of Girls	7387 (48.42)	7346(100.00) (50.49)	4742(64.55) (52.67)	4321(58.82) (52.72)	
	d. Average no. of girls per schools	96	95.4	(61.58)	56.11	
	e. No. of total Students	15257 (100.00)	14549(100.00) (100.00)	9003(61.88) (100.00)	8196(56.33) (100.00)	
	f. Average no. of students per school	198.14	188.94	116.92	106.44	
	Upper Primary School					
	a. No. of boys	1454 (50.07)	1359(100.00) (49.27)	879(64.67) (47.85)	882(64.90) (51.97)	3*
	b. Average no. of boys per schools	85.52	79.94	51.7	(51.88)	
	c. No. of Girls	1450 (49.93)	1399(100.00) (50.73)	958(68.48) (52.15)	815(58.25) (48.03)	
	d. Average no. of girls per schools	85.29	82.29	56.35	47.94	
	e. No. of total Students	2904 (100.00)	2758(100.00) (100.00)	1837(66.60) (100.00)	1697(61.53) (100.00)	
	f. Average no. of students per school	170.82	162.23	108.05	99.82	

Source: Field survey, SSA programme, District Unnao, U.P

* Less than 50 per cent.

Findings and Suggestion

- There has been a difference between reported students and enrolled students.
- Only 62 percent of the enrolled students were present on register.
- Only 56 per cent of the enrolled students were present on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

In more than 60 percent schools students were reported to be absent for purposing agriculture activities. Absence of students for this reason was larger (67 percent) in upper primary school as compared to the primary schools (61 percent). Other reasons like performing the marketing activities or visiting farms and other family engagements also caused student's absence from the school.

Table 4.5: **Reasons of Absenteeism among students**

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	36 (61.02)	8 (66.67)	44 (61.97)
2.	Local Fairs/Markets	13 (22.03)	1 (8.33)	14 (19.72)
3.	Discrimination in Facilities	4 (6.78)	-	4 (5.63)
4.	Others	6 (10.17)	3 (25.00)	9 (12.68)
5.	Total	59 (100.00)	12 (100.00)	71 (100.00)

Source :Field Survey, SSA Programme, District Unnao, UP

Finding and Suggestions

About 62 percent students were found absent due to their involvement in agriculture activities. This should be discussed in length in PTAs frequently.

4.4. Efforts to Improve Students Attendance

Efforts to improve the students' attendance were made by schools VECs and Parents teacher association (PTA). In order to improve the attendance 58 sample schools have interaction with the parents given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The efforts of PTA in this regard were made in only 35 percent of the total sample schools.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	a. Interactions with parents	18(39.13)	5 (41.66)	23 (39.66)
	b. Through Information Notice	15 (32.61)	5 (41.67)	20 (34.48)
	c. Other	13 (28.26)	2 (16.67)	15 (25.86)
	d. Total	46 (100.00)	12 (100.00)	58 (100.00)
2.	Efforts made by V.E.C.			
	a. Awareness in Community	7 (50.00)	1 (20.00)	8 (42.11)
	b. Meeting of VEC	6 (42.86)	4 (80.00)	10 (52.63)
	c. Others	1 (7.14)	-	2 (5.26)
	d. Total	14 (100.00)	5 (100.00)	19 (100.00)
3.	Efforts made by P.T.A.			
	a. Interaction with parents	3 (11.54)	4 (57.14)	7 (21.21)
	b. Regularly Meeting of P.T.A.	21 (80.76)	3 (42.86)	24 (72.73)
	c. Distribution of Facilities	1 (3.85)	-	-
	d. Others	1 (3.85)	-	1 (3.03)
	e. Total	26 (100.00)	7 (100.00)	33 (100.00)

Source :Field Survey, SSA Programme, District Unnao, UP

Findings and Suggestions

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students attendance

4.5. Achievement Level of Students

Students test was conducted as per norms in each and every sample school of Unnao. The implementation of grading system is also made in each case. The grading was done in four categories i.e. A,B,C and D. In the test, which was taken in course of field visit in sample schools, the performance of about 66 percent students is found to be poor under "D" category. Only about 10 percent student's performance was under the second category i.e., "B", none of the student's achievement in category "A".

Table 4.7: Achievement Level in Students Test

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student According norms in school	77 (100.00)	17 (100.00)	94 (100.00)
2.	Implementation of grading system in school	77 (100.00)	17 (100.00)	94 (100.00)
3.	Achievement level of student 'A'	-	-	-
	'B'	5 (5.49)	4 (23.53)	9 (9.57)
	'C'	21 (27.27)	2 (11.76)	23 (24.47)
	'D'	51 (66.24)	11 (64.71)	62 (65.96)
	Total	77 (100.00)	17 (100.00)	94 (100.00)

Source: Field Survey, SSA Programme, District Unnao, UP

Findings and Suggestions

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 66 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6. Students Behavior with their Teacher

Almost in 98 percent primary schools students' behavior with their teacher is found to be good and satisfactory. In case of about 2.60 percent students of primary school their behavior with teachers was reported to be bad.

Table 4.8: **Behaviour of Students**

Sl. No.	Behaviour Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	30 (38.96)	8 (47.06)	38 (40.42)
2.	Satisfactory	45 (58.44)	9 (52.94)	54 (57.45)
3.	Bad	2 (2.60)	-	2 (2.13)
4	Total	77(100.00)	17(100.00)	94(100.00)

Source : Field Survey, SSA Programme, District Unnao, UP

4.7. Students enrolment with Less of more Age and drop out

Enrollment of students in primary school is not found as per age norms in case of about 8 percent of the total enrolled students in lower primary schools and about 4 percent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (a) : **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	196	379	33	66
2.	No. of Schools with less or more age student	19	70	5	12
3.	Average no. of enrolled student with more or less age per school	10.32	5.41	6.6	5.5

Source : Field Survey, SSA Programme, District Unnao, UP

Findings and Suggestions

Three to four percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belong to the bigger age group. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.

There are 28 primary and 9 upper primary schools in sample having students drop outs. This indicates more than 36 percent primary schools and about 53 percent upper primary schools having dropout students in sample. There are 4.4 percent drop out students in primary and 5.03 percent in upper primary school as per survey results. Per school drop out turns out to be more than 25 percent and 10 percent at primary and upper primary levels respectively. There are 30 other primary schools where drop out students of 28 schools are studying. In case of upper primary, students of 9 schools are studying in 4 other schools.

The drop out rate is recorded to be higher (8.48 percent and 6.53 percent) among boys in primary and upper primary schools. However the girls drop out is higher as compared to the boys at the upper primary schools. On an average 7 to 4 students per school are studying in the same classes in primary and upper primary schools.

Table 4.9(b) : **Dropout and related information**

Sl. No.	Particulars	Primary School	Upper primary School
1.	No. of dropout student		
	a. Boys	667 (8.48)	95 (6.53)
	b. Girls	41 (0.56)	51 (3.52)
	c. Total	708 (4.46)	146 (5.03)
2.	No. of Schools having student dropout	28	9
3.	Student dropout per schools	25.29	16.22
4.	No. of other schools where dropout student are studying	30	4
5.	No. of student studying in same class	228	13
6.	No. of schools where students studying in same class	35	3
7.	Average no. of student studying in same class per schools	6.51	4.33

Source : Field Survey, SSA Programme, District Unnao, UP

Findings and Suggestions

Over all drop out rate ranged from 4 to 5 percent in schools but this is higher (8.48 percent to 6.53 percent) among boys of primary schools. More than 36 percent to 53 percent primary and upper primary schools are having drop out students. On an average 6.51 to 4.33 students per school are studying (repeating) in the same classes in primary and upper primary schools. The girls' drop out is higher in upper primary schools. The overall dropout rate is higher among boys, hence, it should be considered with the introduction of new programmes to control the same.

4.8. Children with Special Needs(CWSN)

About 40 percent of school going age group children of the villages are enrolled in the schools. Most of the disabled children (70 percent) are boys and remaining 30 percent are girls. More than 76 percent of the disabled students are studying in lower primary schools in the sample schools. Majority of the disabled children are suffering from leg problems.

Table 4.10(a): **Children with special needs (CWSN)**

Sl.No.	Particulars	Primary	UPS	Total
1	No. of Disabled Children in Village related to school			
A	Boys	110 (57.90)	26 (78.79)	136 (60.99)
B	Girls	80 (42.10)	7 (21.21)	87 (39.01)
C	Total	190 (100.00)	33 (100.00)	223 (100.00)
2	No. of Enrolled disabled children			
A	Boys	39 (57.35)	9 (42.86)	48 (53.93)
B	Girls	29 (42.65)	12 (57.14)	41 (46.07)
C	Total	68 (100.00)	21 (100.00)	89 (100.00)
3	Types of disability in students			
A	Legs	26 (38.24)	12 (57.14)	38 (42.69)
B	Hand	5 (7.35)	3 (14.29)	8 (8.99)
C	Legs and Hand Both	6 (8.82)	2 (9.52)	8 (8.99)
D	Others	31 (45.59)	4 (19.05)	35 (39.33)
E	Total Disabled Students	68 (100.00)	21 (100.00)	89 (100.00)

Source: Field Survey, SSA Programme, District Unnao, U.P.

Only 15.77 percent of the enrolled handicapped children were provided with the required appliances and aids. Whatever facilities made available are only at the lower primary level. Average member of parents counseling made per school about CWSN cases is also very low. There are only 54.25 percent schools having ramps.

Table 4.10(b): **Provisions for Children with special needs (CSWN)**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student	-	-	-
	a. No. of student with artificial Limbs			
	b. Crutches	2 (15.39)	-	2 (14.29)
	c. Tricycles	-	-	-
	d. Wheel Chair	7 (53.85)	-	7 (50.00)
	e. Stick for Blind			-
	f. Calicepers	1 (7.69)	-	1 (7.14)
	g. Hearing Aids	1 (7.69)	-	1 (7.14)
	h. Other	2 (15.38)	1 (100.00)	3 (21.43)
	Total	13 (100.00)	1 (100.00)	14 (100.00)
2.	No. of Schools with Ramps	40 (51.95)	11 (64.70)	51 (54.26)
3.	No. of Schools without Ramps	37 (48.05)	6 (35.30)	43 (45.74)
4.	No. of Parents counseled about CWSN Care	63	14	77
5.	No. of schools in which parents counseled about CWSN Care	43	9	52
6.	Average no. of Parents counseled per schools	1.47	1.57	1.48

Source: Field Survey, SSA Programme, District Unnao, U.P.

Findings and suggestions

Enrollment of existing CWSN is low (40 percent) in the district. The availability of appliances as and aids is only among 15.73 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools. Moreover, number of the parents counseling meetings per schools for this have also been found insufficient. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution

The free text book distribution is found in all the sample primary and upper primary schools. But one to two per cent students have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were more than 5 per cent schools where a book distribution was delayed in rest of the schools it has been timely. The delay in book distribution has been on account of late delivery of books from district office and also the less availability of number of books in time.

Table 4.11: **Free text book Distribution**

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	a. Boys	7281 (49.68)	1431 (49.70)	8712 (49.68)
	b. Girls	7375 (50.32)	1448 (50.30)	88.23 (50.32)
	c. Total	14656 (100.00)	2879 (100.00)	17535 (100.00)
2.	No. of Schools in which book distribution delayed	3 (3.90)	2 (11.76)	5 (5.32)
3.	No. of Schools in which book distribution have been done timely	74 (96.10)	15 (88.27)	89 (94.68)
4.	Total no of schools in which book distributed	77 (100.00)	17 (100.00)	94 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	1 (33.33)	1(50.00)	2(40.00)
	b. Less availability of books	1 (33.33)	1 (50.00)	2 (40.00)
	c. Others	1 (33.33)		1 (20.00)
	Total	3 (100.00)	2 (100.00)	5 (100.00)

Source: Field Survey, SSA Programme, District Unnao, U.P.

Findings and suggestions

More than 5 per cent schools did not distribute books in time. Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in case of 75 schools of total 77 sample primary schools. In two schools the facility is not operative despite availability of funds, infrastructure and utensils, due to the internal dispute between Gram Pradhan and VEC members. The display of menu on walls is found in about 65 per cent schools but the supply of food according to the menu is found only in 48 per cent schools. The availability of green vegetable in food is found only in about 52 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in 75 per cent schools for not providing food according to the menu. Non-availability of utensils is found to be the other reason in 15 per cent schools. Remaining 10 per cent have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 137. But the average number of students on the day of visit is found to be only 107. There are total 138 students (about 2 students per school) who bring lunch from their home.

Table-5.1 (A): Details about Mid Day Meal in Schools

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	50 (64.94)
2	No. of Schools in which menu have not written on wall	27 (35.06)
3	No. of Schools in which food supplied to the students according to menu	37 (48.05)
4	No. of Schools in which food have not supplied to the students according to menu	40 (51.95)
5	No. of schools in which green vegetables available in food	44 (57.14)
6	No. of schools in which green vegetables have not available in food	33 (42.86)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	30 (75.00)
	b. Lack of utensils	6 (15.00)
	c. Others	4 (10.00)
8	No. of students bring lunch from home	138
9	Per school Average No. of students bring lunch from home	1.79
10	No. of beneficiaries before one day from visit	10272*
11	Average No. of beneficiaries before one day from visit per school	136.96
12	No. of students taken food on the day of visit	
	a. According to register	8742
	b. Average According to register	116.56*
	c. Head counts	8026
	d. Average Head counts	107.0*

Source: Field survey, SSA programme, District Unnao, U.P.

*Average drawn from 75 schools, because MDM have not been availed by the VEC/Village Pradhan in two(2) Primary Schools

The availability of food according to menu is found only in 61 per cent schools on the day of the visit. There are more than 70 per cent of the student found satisfied with the quality of food getting under MDM scheme. At the same time 86 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quality in 59 per cent cases, 9 per cent found less quantity and remaining 32 per cent attributed some other reasons. In all the schools the students bring utensils from home for taking the food. Male cooks are found in about 77 per cent schools.

Table-5.1 (B): Mid day meal on the day of team visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	46 (61.33)
2	No. of schools in which food have not been given according to menu	29 (38.67)
3	No. of schools in which students are happy with the quality of food	53 (70.67)
4	No. of schools in which students are not happy with the quality of food	22 (29.33)
5	No of schools in which students are happy with the quantity of food	66 (88.00)
6	No of schools in which students are not happy with the quantity of food	9 (12.00)
7	Reasons for the students are not happy with the Mid Day Meal	
	a. Food have not been cooked according to menu	5 (22.73)
	b. Lack of quality	13 (59.09)
	c. Lack of Quantity	2 (9.09)
	d. Others	2 (9.09)
8	No of Schools in which students bring the utensils from the home	75 (100.00)
9	No. of male cooks in the schools	59 (76.62)
10	No. of female cooks in the schools	18 (23.38)

Source: Field survey, SSA programme, District Unnao, U.P.

Considering the social categories more than 59 per cent cooks are belonging to OBC groups, 14 per cent SC and remaining 26 per cent to the other classes. Regular payment to cooks is found in about 55 per cent schools. The average amount of monthly payment to cooks turns out to be Rs.540.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks	
	a. Schedule Caste	11 (14.29)
	b. OBC	46 (59.74)
	c. Others	20 (25.97)
2	No of School in which cooks have been paid regularly	42 (54.55)
3	No. of schools in which cooks have not been paid regularly	35 (45.45)
4	Average amount for cooks have been paid per month	540

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

The availability of food under MDM programme has not been the problem in the sample schools but the availability as per menu has been a problem in 39 per cent schools. The payment of cooks has not been timely in more than 45 per cent schools.

5.2 Infrastructure of MDM Programme

There are about 29 per cent sample schools without the kitchen facility. In remaining schools, in more than 47 per cent schools the food is cooked in open ground, in rest of the schools the cooking is done outside the school. The storage of food items is found at Pradhan's residence in 40.26 per cent schools and within the school in 39 per cent schools. The food items are also stored at PDA shops in 18 per cent schools.

Majority of (98.70 per cent) schools have proper register for MDM. There are more than 79 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 77.63 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in more than 67 per cent schools. But fuelwood is also used in about 32 per cent schools.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No of school with kitchen	22 (28.57)
2	No of school without kitchen	55 (71.43)
3	Venue for cooking in which schools kitchen have not been constructed	
	a. Open ground	26 (47.27)
	b. Cooked form outside	15 (27.27)
	c. others	14 (25.46)
4	No. of schools with availability of safe drinking water	68 (88.31)
5	No. of schools without availability of safe drinking water	9 (11.69)
6	Place for food item storage	
	a. In school	30 (38.96)
	b. At Pradhan's residence	31 (40.26)
	c. At PDA shop	14 (18.18)
	d. others	2 (2.50)
7	No. of schools with proper register for MDM	76 (98.70)
8	No. of schools without proper register for MDM	1 (1.30)
9	No of schools with required utensils in kitchen	61 (79.22)
10	No of schools without required utensils in kitchen	16 (20.78)
11	Source of Funds used in utensils purchasing	
	a. SSA	59 (77.63)
	b. Community Fund	7 (9.21)
	c. Others	10 (13.16)
12	Fuel used in cooking	
	a. LPG	51 (67.11)
	b. Kerosene Oil	-
	c. Fuel Wood	24 (31.58)
	d. Other	1 (1.31)

Source: Field survey, SSA programme, District Unnao, U.P.

5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. But the regular inspection of MDM programme is found only in 59 per cent schools. The most of the inspections are made by VECs.

Table 5.4: Awareness and food inspection

Sl. No.	Particulars	Numbers/Schools
1.	Students made aware about:	
	a. Students must wash their hands before and after taken food	72 (94.74)
	b. Take & eat food in organized way	69 (90.79)
	c. Keep the water for utensil cleaning	69 (90.79)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	68 (89.47)
2.	No of schools in which MDM inspected regularly	45 (59.22)
3.	Inspection authority	
	a. Community/Parents	9 (20.00)
	b. VECs	25 (55.56)
	c. School teachers	8 (17.77)
	d. Others	3 (6.67)
4.	Duration/Frequency of Inspection	
	a. Daily	21 (46.67)
	b. Often	7 (15.50)
	c. Sometime	17 (37.37)

Source: Field survey, SSA programme, District Unnao, U.P.

5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in the 9 per cent schools. In all the cases where this is found available, is provided by the ANM. The schools where micro-nutrition supplements are made available, these were provided once in a month in 67 per cent cases. In rest of the 33 per cent schools it was provided twice in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1.	No. of Schools in which micro nutrition supplement provided to the student	6 (9.09)
2.	No. of Schools in which micro nutrition supplement have not been provided to the student	71 (90.91)
3.	Micro-nutrition supplement provided by:	
	a. ANM	6 (100.00)
	b. Others	0 (0.00)
4.	Duration/Frequency of Micro-nutrition supplement as provided	
	a. Once in a month	4 (66.67)
	b. Twice in a month	2 (33.33)

Source: Field survey, SSA programme, District Unnao, U.P.

5.5 Parents and VEC Participation in MDM

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in more than 40 per cent school with respect to daily supervision. But in terms of cooperation it is reported to be satisfactory only in about 17 per cent schools. In more than 76 per cent school it is found to be bad. So is the case in 39 per cent schools in terms of daily supervision.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/ VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1.	Very Good	3 (03.90)	-
2.	Good	13 (16.80)	5 (06.49)
3.	Satisfactory	31 (40.26)	13 (16.88)
4.	Bad	30 (38.96)	59 (76.63)
	Total Schools	77 (100.00)	77 (100.00)

Findings and Suggestions

- More than 71 per cent schools are still without kitchen.
- Even schools where kitchen is there, food is cooked outside in majority of the schools.
- More than 20 per cent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- Only about 59 per cent schools are inspected regularly for MDM.
- Only 9 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members

There are 512 VEC members in 94 sample schools of district Unnao. Thus, each sample school has 5 to 6 VEC members. Most of the schools do not have parents representation in VEC. More than 40 per cent of the VEC members are females.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	168 (40.98)	38 (37.25)	206 (40.23)
2.	Male	242 (59.02)	64 (62.75)	306 (59.77)
	Total	410 (100.00)	102 (100.00)	512 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

The caste-wise composition shows 33 to 47 per cent SC, 36 per cent to 28 per cent OBC and around 30 per cent general category members in VECs of the district.

Table 6.2 : Social categories wise VEC Members

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	136 (33.17)	48 (47.06)	184 (35.94)
2.	OBC	148 (36.10)	28 (27.45)	176 (34.38)
3.	General	126 (30.73)	26 (25.49)	152 (29.68)
	Total	410 (100.00)	102 (100.00)	512 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

Average number of VEC members is found to be low due to under representation of parents. The female and caste-wise composition of VEC is as per norms. The parents representation in VECs should be emphasized.

6.2 VEC Meetings

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held only in 73 per cent schools. The frequency of meetings was also recorded to be low. Three to two meetings were held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., are presented in Table 6.2.

Table 6.3 Details about VEC meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	a. Yes	56 (72.73)	13 (76.47)	69 (73.40)
	b. No.	21 (27.27)	4 (23.53)	25 (26.60)
2.	Average No. of Meeting only last 6 months	3	2	2.67
3.	Agenda of Meeting (Multiple Response)			
	a. Maintenance of School building	52 (92.86)	13(100.00)	65(94.20)
	b. Regularly Implement of MDM according to norms	56 (100.00)	-	56(81.16)
	c. Scholarship for students	56(100.00)	13(100.00)	69(100.00)
	d. Enrollment & attendance of student	54(96.43)	12(92.31)	66(95.65)
	e. Facilities for student	56(100.00)	12(92.31)	68(98.55)
	No. of Total Schools	77	17	94

Source: Field survey, SSA programme, District Unnao, U.P.

The meetings were attended by more than 87 per cent VEC members. The representation of female and SC members in meetings was recorded to be more than 34 per cent and 30 per cent respectively.

Table 6.4 : Sex and Caste wise VEC members attending the meeting

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	120 (33.99)	34 (36.17)	154 (34.45)
2.	Male	233 (60.01)	603 (63.83)	293 (65.55)
	Caste distribution among male			
	a. SC	73 (31.33)	15 (25.00)	88 (30.03)
	b. Other	160 (68.67)	45 (75.00)	205 (69.97)
	Total Member (Male + Female)	353 (100.00)	94 (100.00)	447 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

VEC meetings were attended by more than 87 per cent members with adequate female and SC members representation.

6.3 VEC Training

The training for VEC members was organized only in 78 per cent primary and 82 per cent upper primary schools. More than 50 per cent of VEC members have been trained. The VEC members of schools where training was imparted indicated their opinion about the quality of training. In 10 per cent schools, members regarded training as best. According to 37 per cent to 43 per cent school members training has been good. It was rated as satisfactory by 50 per cent school members. The training was found bad only by 3.3 per cent school members. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: Details about VEC training

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	No. of Schools organized training of VEC members	60 (77.92)	14 (82.35)
2.	No. of trained members Average no per schools	212 2.75	63 3.71
3.	Reaction of trained members in school regarding training		
	a. Best	6(100)	1(7.14)
	b. Good	22(36.67)	6(42.86)
	c. Satisfactory	30(50.00)	7(50.00)
	d. Bad	2(3.33)	-
	Total Schools organized training	60(100.00)	14(100.00)

Note : All VEC members are trained by BRC/NPRC

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

About 82 per cent of the schools have organised training for VEC members. Less than 50 per cent of the VEC members were trained. The training should be organized in each school and should be imparted to each VEC member.

6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in more than 3 per cent and schools, the role of VEC members has been best for improving the school conditions relating to atmosphere, enrolment, teachers presence and students attendance. More than 24 per cent of the teachers in sample schools found their role as good. Among 53.19 per cent schools, VEC role was regarded as satisfactory. But in more than 19 per cent schools their role was found to be bad.

Table 6.6: **Role of VEC for improving the conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of teacher	Presence of Student	Total
1.	Primary School					
	a. Best	01(1.30)	02(2.60)	03(3.90)	01(1.30)	02(2.59)
	b. Good	17(22.08)	21(27.27)	19(24.88)	13(16.88)	17(22.08)
	c. Satisfied	43(55.84)	43(55.84)	45(58.44)	36(46.76)	42(54.55)
	d. Bad	16(20.78)	11(14.29)	10(12.98)	27(35.06)	16(20.78)
	Total	77(100.00)	77(100.00)	77(100.00)	77(100.00)	77(100.00)
2.	Upper P. School					
	a. Best	-	-	-	1(5.88)	1(5.88)
	b. Good	7(41.18)	5(27.41)	7(41.18)	4(23.53)	6(35.29)
	c. Satisfied	9(52.94)	11(64.71)	8(47.06)	7(41.18)	8(47.06)
	d. Bad	1(5.88)	1(5.88)	2(11.76)	5(29.41)	2(11.77)
	Total	17(100.00)	17(100.00)	17(100.00)	17(100.00)	17(100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

VECs' role in improving overall school conditions were found to be the best by only 3.19 per cent teachers. Their satisfactory role was reported by 53.19 per cent teachers. More than 19 per cent teachers regarded their role as bad in this respect. The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Primary Schools

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated 47 per cent to 91 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to para-teachers is utilized only to the level of 74.27 per cent. This is found to be deliberate and amounts to delayed payment of honorarium despite timely receipt of the grant.

Table 6.7: **Head wise Grants for primary schools. 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	562496 (100.00) 7305	355496 (63.20) 4616
2.	School development Average per School	401500 (100.00) 5214	243600 (60.67) 3163
3.	Honorarium for Para teacher Average per School	2328838 (100.00) 30244	1729635 (74.27)
4.	Construction of Building Average per School	1456156 (100.00) 18911	692600 (47.56) 8994
5.	Construction of Rooms Average per School	5175775 (100.00) 67217	4703885 (90.88) 64089
6.	Construction of Toilet Average per School	-	-

Table 6.7 (contd....)

Sl. No.	Head of Aid	Received (Rs)	Expenditure (Rs)
7.	Construction of Boundary Average per School	60906 (100.00) 790	-
8.	TLM Average per School	147000 (100.00) 1909	116100 (78.98) 1507
9.	Ramps Construction Average per School	190425 (100.00) 2473	151425 (79.52) 1966
10.	NPEGEL Average per School	99900 (100.00) 1297	74200 (74.27) 963
11.	Harmonium for Acharya Average per School	37600 (100.00) 488	34250 (91.09) 444
12.	Others Average per School	526207 (100.00) 6834	481630 (91.52) 6254

Source: Field survey, SSA programme, District Unnao, U.P.

In case of upper primary schools also utilization of received grants has been 66 per cent to 89 per cent only. Under the head of ramp construction total amount is shown as spent. But the ramp construction work is either not started or still under process. The received amount for the boundary walls and construction of rooms have not been utilized so far. The grant for the construction of toilets have been merged under the head of room construction in primary and upper primary schools.

Table 6.8 : Head wise Grants for upper primary schools, 2006-07

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	61500 (100.00) 3618	43500 (70.73) 2559
2.	School development Average per School	60500 (100.00) 3559	40000 (66.12) 2353
3.	Honorarium for Para teacher Average per School	-	-
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	140000 (100.00) 8235	-
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	40000 (100.00) 2350	-
8.	TLM Average per School	23000 (100.00) 1353	20500 (89.13) 1206
9.	Ramps Construction Average per School	52000 (100.00) 3059	52000 (100.00) 3059
10.	NPEGEL Average per School	600000 (100.00) 35294	35000 (58.33) 20588
11.	Harmonium for Acharya Average per School	-	-
12.	Others Average per School	-	-

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Recommendations

- There is delayed payment of honorarium to para-teachers in many cases.
- Money have been withdrawn from account in some cases but construction work has not been started.
- For different types of constructions, unutilized grants are found.
- Thorough monitoring of construction work and fund utilization is needed to achieve expected results.

6.6 Availability of Construction Records with VEC

The survey results indicated only 67.53 per cent primary and 70.59 per cent upper primary schools village committees having construction work manual. Only about 55 per cent and 76 per cent VECs have proper upkeeping of funds records at primary and upper primary levels. More than 62 per cent VECs have no school construction related account.

Table 6.9 : **Availability of Construction related records with VEC**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	Construction work manual with village education committee	52 (67.53)	12 (70.59)
2.	Construction related manual not with VEC's	25 (32.47)	5 (29.41)
3.	No. of VEC with proper up keep of Fund's records	42 (54.55)	13 (76.47)
4.	No. of VEC without proper up keep of funds records	35 (45.45)	4 (23.53)
5.	No. of VEC having accounts of school related construction work/items	29 (37.67)	8 (47.05)
6.	No. of VECs not having accounts	48 (62.33)	9 (92.95)
	No. of total schools	77 (100.00)	17 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

Findings and Suggestions

Most of the VCEs did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM)

There are about 69 per cent primary schools and about 92 per cent upper primary schools received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 63 per cent schools. The display of TLM was found only in 66 per cent of the

sample schools. The use of TLM by the students was also found in all 66 per cent schools having the display of TLM.

Table 6.10: Details about teaching learning material

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	No. of teachers/SM received TLM amount Average	206 (68.90) 3	44 (91.67) 3	250 (72.04) 6
2.	Training of teachers regarding use of TLM	48 (62.33)	11 (64.71)	59 (62.77)
3.	Display of TLM in class rooms	52 (67.53)	10 (58.82)	62 (65.96)
4.	Use of TLM by student	52 (67.53)	10 (58.82)	62 (65.96)
	No. of Total school	77 (100.00)	17 (100.00)	94 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

The use of TLM by teachers for teaching to students has not been observed in more than 20 per cent of the total sample schools. In about 44 per cent schools, TLM was often used by the teachers. But in 36 per cent school teachers always used the same to teach students in primary schools.

Table 6.11: Use of TLM by teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Always	28 (36.36)	6 (35.29)	34 (36.17)
2.	Often	34 (44.16)	7 (41.18)	41 (43.62)
3.	Never	15 (19.48)	4 (23.53)	19 (20.21)
	Total	77 (100.00)	17 (100.00)	94 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings

In about 12 per cent of the sample schools have construction work is found to be in progress. The progress of construction work in more than 23 per cent upper primary schools and about 9 per cent primary schools is found at different stages. In most of the primary and upper primary schools (55 per cent) work is at the final finishing stage.

Table 7.1: Construction of School buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of schools building under construction	7 (9.09)	4 (23.53)	11 (11.70)
2.	Progress of construction	-	4	11
	a. Foundation level	-	1 (25.00)	1 (9.09)
	b. Up from doors level	3(42.86)	1 (25.00)	4 (36.36)
	c. Completing roof	-	-	-
	d. Final Finishing	4 (57.14)	2 (50.00)	6 (54.55)
	Total no. of schools	77 (100.00)	17 (100.00)	94 (100.00)

Source: Field survey, SSA programme, District Unnao, U.P.

In more than 40 per cent sample primary schools the construction of extra room is found in progress during the course of survey. None of the upper primary schools in the sample is found to have construction work relating to extra rooms. The construction of extra rooms in final stages is seen in more than 25 per cent primary schools.

Table 7.2: Construction of Extra rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No of School under extra room construction	31 (40.26)	-
2.	No of school one room constructed	16 (51.61)	-
3.	No of school two room constructed	15 (48.39)	-
4.	Progress of Extra rooms construction		
	a. Foundation level	9 (29.03)	
	b. Up from doors level	6 (19.35)	
	c. Completing roof	8 (25.81)	
	d. Others	8(25.81)	
5.	In charge of construction work	(no. 31)	(no. 4)
	a. Head Master	21 (67.74)	2 (50.00)
	b. Teacher	10(32.26)	2(50.00)

7.2 Construction of Hand Pump and Toilets

In 14 per cent sample schools the installation work of hand pump is seen to be in progress. About 46 per cent of installations are recorded to be under Swajaldhara and SSA scheme and the rest are being installed through other schemes. There are 5 more proposed hand pumps to be installed in the schools of the sample area. The toilets are also under construction in 7 schools and proposed in 12 schools.

Table 7.3: Under Construction and proposed Hand pumps and Toilets

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No of school under installation of Hand pumps for drinking water	11 (14.29)	2 (11.76)	13 (13.83)
2.	Scheme of Hand pumps Installation			
	a. Swajaldhara	2 (18.18)	1 (50.00)	3 (23.08)
	b. SSA	2 (18.18)	1 (50.00)	3 (23.08)
	c. Others	7 (63.64)	-	7 (53.84)
3.	No. of schools with proposed hand pumps	5 (6.49)	-	5 (5.32)
4.	No. of schools with under construction of toilets	6 (7.79)	1 (5.88)	7 (7.45)
5.	Schemes for toilets			
	a. TSS	1 (16.67)	-	1 (14.29)
	b. SSA	1 (16.67)	1 (100.00)	2 (28.57)
	c. Others	4 (66.66)	-	4 (57.14)
6.	Proposed no. of toilets in schools	9 (11.69)	3 (17.65)	12 (12.77)

7.3 Technical Supervision of Construction Work

There are 36 JEs found engaged in the supervision of different kinds of construction work in the sample schools. Out of total supervisors 89 per cent were working at the block level, 8 per cent at the Tahsil level and rest 3 per cent at the district level.

Table 7.4: Status of technical supervisor

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of J.Es Supervising the civil work	32 (100.00)	4 (100.00)	36 (100.00)
2.	JEs supervising at different level			
	a. Block level	30 (93.74)	2 (50.00)	32 (88.89)
	b. Tahsil level	1 (3.13)	2 (50.00)	3 (8.33)
	c. District level	1 (3.13)	-	1 (2.78)
	Total	32 (100.00)	4 (100.00)	36 (100.00)

There were around 78 per cent of the total school sites of construction work where on the spot inspection were made. In more than 32 per cent sites only one time inspection was

made. The inspections were made at all stages of the construction. The investigators have found more than 66 per cent of the construction as satisfactory. But 19 per cent have reported unsatisfactory construction work. In such cases they have found low quality of building material, slow work and use of less material.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	24 (75.00)	4 (100.00)	28 (77.78)
2.	No of times inspections was done before survey	24	4	28
	a. One time	9 (37.50)	-	9 (32.14)
	b. Two time	10 (41.67)	4 (100.00)	14 (50.00)
	c. Three and more time	5 (20.83)		5 (17.86)
3.	Level of Inspection	24	4	28
	a. At the Foundation level	11 (45.84)	1 (25.00)	12 (42.86)
	b. Up to doors level	5 (20.83)	1 (25.00)	6 (21.43)
	c. Linter level	5 (20.83)	2 (50.00)	7 (25.00)
	d. Other	3 (12.50)		3 (10.71)
4.	Views of investigators regarding construction work	38	4	42
	a. Good	5 (13.16)	1 (25.00)	6 (14.29)
	b. Satisfactory	26 (68.42)	2 (50.00)	28 (66.66)
	c. Unsatisfactory	7 (18.42)	1 (25.00)	8 (19.05)
5.	Comments of investigator in condition of unsatisfactory construction work	7	1	8
	a. Low quality of building material	2 (28.57)	1 (100.00)	3 (37.50)
	b. Slow construction work	3 (42.86)		3 (37.50)
	c. Lack of appropriate use of material	2 (28.57)	-	2 (25.00)

Findings and Suggestions

The satisfactory work in all categories of the construction has been reported in 75 per cent cases. But in remaining 25 per cent schools the progress has been slow, low quality of material use is reported. In view of this, the supervision of civil work construction is suggested to be made more frequently and properly.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

Two KGBV were sanctioned in the district of Unnao. But only one has been made functional since October 2006 in a rented building. This KGBV, Bangarmau is located in the west from the district head quarter at a distance of about 57 km on the way to the Hardoi. Rs 33 lakhs (75% of the sanctioned budget) has been received by the KGBV, Bangarmau. The construction has not started till date.

8.1.1 Teachers and Other Staff

The details presented in the Table-8.1 indicate that Warden cum teacher, four full time teachers, three part time teachers, one accountant, one assistant, one peon, one cook and one chaukidar have been sanctioned for Kasturba Gandhi Balika Vidyalaya, Bangarmau, Unnao. All appointments against the corresponding sanctioned number of posts found in position respectively.

Table-8.1: Teachers and other staff

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	a. Full Time	4
		b. Part Time	3
3	Accountant	1	1
4	Assistant	1	1
5	Peon	1	1
6	Chaukidar	1	1
7	Cook	1	1
8	Others	-	-

Source Field Survey, SSA programme, District Unnao, U.P.

8.1.2 Social Category of Students:

As per data presented in the Table-8.2, 50 girls have been enrolled in the KGBV, out of these, 22 (44 per cent) students belongs to SC category, 15 (30 per cent) belongs to OBC, 7 (14 per cent) belong to minorities and 6 (12 percent) students belong to other/general category.

Table-8.2: Social Category of Students

Sl. No.	Social Category	Number of Students
1	Schedule caste	22 (44)
2	Schedule tribe	-
3	OBC	15 (30)
4	Minorities	7 (14)
5	Other (below the poverty line)	6 (12)
6	Total	50 (100)

Source Field Survey, SSA programme, District Unnao, U.P.

8.1.3 Infrastructure

The KGBV in the district is functioning in a rented building. The existing furniture is required to be changed as it is not sufficient to meet the class room and hostel requirements. The toilet facility is not available to the girls. The security system for teachers and girls living in hostel is also not available in the school.

8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 173 NPEGEL of the district. As per survey conducted in 6 NPEGEL centres of the district, a grant of the Rs.6 lakhs was received for 3 NPEGEL during the financial year 2006-07. The grant is being used for the construction of extra rooms in 03 schools and toilets in two schools. None of the six NPEGEL has electricity supply. Neither any of the sample is having Centre for Children Education (CCE). Out of total 04 have received grant for TLM, Library, Games and Training. There are total 120 girls found enrolled in these NPEGEL. The free books have been supplied in all the 06 NPEGEL centres. All the 06 NPEGEL centres are located in the buildings of the Upper Primary Schools.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1.	No. of Model cluster school Surveyed	6 (100.00)
2.	No. of Model cluster schools received amount in financial year (2006-07)	3 (50.00)
3.	Total Amount received Amount Average per school	600000/- 200000/-
4.	No of model cluster school under civil work a. Extra Room b. Drinking Water c. Toilet	3 (50.00) - 2 (33.33)
5.	No of school with electrified	-
6.	No. of school with CCE	-
7.	No of School teacher trained with sanitation	6 (100.00)
8.	No. of school required amount for TLM, Library, Game, skill training	4 (66.67)
9.	Total no. of Girls enrolled Average per school	120 20
10.	No of schools provided free text book to enrolled girls	6 (100.00)

8.3 Education Guarantee Scheme (EGS), AIE and Madarsas:

There are 38 EGS, 43 AIE and 03 Madarsas in the district of Unnao. The sample EGS are located in Asoha and Sumerpur blocks of the district. The sample AIEs are found to be located in Bichhiya, Ganj Moradabad and Sikandarpur Sarosi. The Madarsa is located in Begampur block of the district. The locations of all sample EGS and AIE is temporary places and the location of Madarsa is permanent. EGS and AIE were established during 2004 and 2005. Madarsa was were established during the year 2001. None of the acharyas was found to be trained. Their payment was reported to be irregular. The payment of Rs.1000/- per month was made in each centre and Madarsa.

Table 8.4: Madarsa and GS/AIE Centres

Sl.No.	Particulars	EGS	AIE	Madarsa	Total
1.	Total Number	38	43	3	84
2.	No. of sample Centres	2	3	1	6
3.	a) Permanent place	0	0	1	1
	b) Temporary place	2	3	0	5
4.	Establishment year				
	2001	-	-	1	1
	2004	1	2	-	3
	2005	1	1	-	2
5.	No. of Acharya Trained	2	3	1	0
6.	Payment to Acharya Amount (Rs.1000/m)	2	3	1	6
7.	Regular payment	0	0	0	0
8.	Irregular payment	2	3	1	6

Source: Field survey, SSA programme, District Unnao, U.P.

8.4 Students Attendance:

Student attendance in the alternative schooling centres was found to be very low. Most of the Centers and Madarsa were found to be closed on the day of the visit. Only AIE in Bachhiya block of the district was found open. Number of enrolled students were 50 out of these 30 students were found present on the day of the visit. AIE at Ganj Moradabad was also found open without any student.

Findings and Suggestions

- ◆ Infrastructure in KGBV is found to be very poor.
- ◆ The payment of EGS/AIE teachers has been very irregular.
- ◆ The student attendance in the alternative schooling centres is very low.
- ◆ Most of the KGBV, EGS/AIE Centres are not functioning properly.
- ◆ The Centres are deprived of TLM, MDM and other programmes.
- ◆ Proper records are not mentioned.
- ◆ VEC members are required to be oriented for the development of alternative schooling.

8.5 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded in total 66 percent of the primary schools. The average number of visits are found to be 04 in one month. NPRC coordinators visits have been in more than 92 per cent schools. An average number of 09 visits per primary schools by NPRC coordinators were recorded.

Table 8.5: Details of Academic input provided by coordinator

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Visits of BRC coordinator for Academic input No. of Times (Average) per month	51(66.23) 2	11 (64.71) 2	62 (65.96) 4
2.	Visits of NPRC coordinator for Academic input No. of Times (Average) per month	73 (94.81) 5	14 (82.35) 4	87 (92.55) 9
	Total Schools	77 (100.00)	17 (100.00)	94 (100.00)

8.6 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

8.7 Investigators View about the Schools:

As per investigators view 39 per cent to 56 per cent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found to bad in 09 per cent to 29 per cent primary schools.

The security system in upper primary school was bad in more than 35 per cent schools. But the hygiene cleanliness and discipline was better in upper primary schools as compared to the primary schools.

Table 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	5(6.49)	20(25.97)	30(38.96)	22(28.57)	77(100.0)
	b. Hygiene	2(2.60)	25(32.47)	40(51.95)	10(12.99)	77(100.0)
	c. Cleanliness	2(2.60)	25(32.47)	43(55.84)	7(9.09)	77(100.0)
	d. Discipline in Students	1(1.30)	27(35.06)	42(54.55)	7(9.09)	77(100.0)
2.	Upper Primary Schools					
	a. Security	2(11.76)	4(23.53)	5 (29.41)	6(35.29)	17(100.00)
	b. Hygiene	1(5.88)	4(23.53)	11(64.71)	1(5.88)	17(100.00)
	c. Cleanliness	2(11.76)	6(53.29)	8(47.06)	1(5.88)	17(100.00)
	d. Discipline in Students	1(5.88)	5(29.41)	10(58.82)	1(5.88)	17(100.00)

Findings and Suggestions

- ◆ BRC Coordinators visits were found in 66 per cent schools for providing academic input.
- ◆ NPRC coordinators visits were made in 93 per cent schools.
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the primary school level as compared to the upper primary level by the investigators.